DOCUMENT RESUME

ED 182 915 EC 123 088

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TITLE	Initial Learning in Mainstreaming Project: Borrowing in Subtraction (Regrouping).
INSTITUTION	Arthritis Center of Hawaii, Honolulu.; Hawaii State Dept. of Health, Honolulu.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	[76]
GRANT	G007503411
NOTE	45p.; Best available copy: For project final report, other teaching manuals, and tests, see EC 123 081-091
AVAILABLE FROM	School District No. 148 and No. 150 Special Education Project, School District No. 148, Grace, ID 83241 (Query source for price, paper copy and tapes)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Arithmetic; Elementary Education; *Handicapped Children; *Mainstreaming; *Mathematics Curriculum; *Mathematics Instruction; *Subtraction; Teaching Guides; *Teaching Methods
IDENTIFIERS	*Initial Learning in Mainstreaming Project

ABSTRACT

Developed by the Initial Learning in Mainstreaming Project, the manual presents an instructional program to teach mainstreamed handicapped elementary school students borrowing (regrouping) in subtraction. In addition to detailed teaching instructions and accompanying tape recordings for students, the manual includes tests, worksheets, and pages to be made into transparencies for projection. (DIS)

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BORROWING IN SUBTRACTION

(Regrouping)

BY NELDON KINGSTON

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Title III 306 E.S.E.A.
Initial Learning in
Mainstreaming Project
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This material was developed with support from the Dept. of Health, Education and Welfare, Grant No. G007503411, Office of Education. Opinions etc. expressed herein do not necessarily reflect those of any Agency.

EC123088

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Worksheets to be Recorded on Worksheet Record Form

Worksheet #1, A & B Problems
Worksheet #2
Worksheet #3, A & B Problems
Worksheet #4, Boxed Problems only
Worksheet #5, Boxed Problems only
Worksheet #6, Boxed Problems only
Worksheet #7, Boxed Problems only
Worksheet #8, Boxed Problems only
Worksheet #9, A & B Problems

Test - To be recorded on test record form.

Transparencies	Worksheets
#1-1	#1
#2-6	#3
#3-3	#9
#3-6	#13

Transparencies #3-4 through #3-8 are review transparencies.
Transparencies #3-9 through 3-15 are optional transparencies.
Transparency #1-2 - Borrowing Rule
#2-1 - Steps in Borrowing
#3-1 - Zero Steps

Filmstrip #1 - Tape #1 - When to Regroup
Filmstrip #2 - Tape #2 - How to Regroup
Filmstrip #3 - Tape #3 - Regrouping with Zeros
(Also used as remedial loops)

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THEORY EXPLANATIONS

You will notice that there is no explanation as to why we do these things or why the rules work. If you desire to give such explanations, do it after the students have learned how to perform the process. Generally your textbook may be of help in this. If questions are asked regarding this by students, during process instruction, you should try to delay an explanation of this until later. If need be provide a VERY BRIEF explanation and tell the student to remind you and you will explain it later on but you don't want to get into it now because it might confuse some students.

Often students will know how to do a particular process such as borrowing but will miss the problem for other reasons such as subtraction facts. Because of this, it is often desirable to score papers for process (which is the specific concept you are trying to teach) and total (which is the right/wrong score). By doing this, students get feedback on the concept being taught. Too often, if this isn't done, students think they don't know the process being taught and begin to try exotic counter productive methods that slow down learning in order to come up with what they hope is the correct procedure.

A small arrow appears in the left margin in most places that the teacher is to do something. This is to make it easier to keep your place.

Study the entire manual in order to be familiar with it before beginning.

On the inside cover of the manual is a key that shows: (1) which transparencies have tape presentations with them, (2) which worksheets are recorded, (3) which worksheets and transparencies go to each unit, (4) in some cases, other useful information you may need for quick reference when using the material in the classroom.

This teaching unit is divided into three subsections: (1) When to Regroup (borrow), (2) How to Regroup (borrow) (3) Regrouping with Zeros.

TRANSPARENCIES

are numbered in accordance with this system. Those labeled with the prefix 1 i.e. #1-1 or #1-2, deal with When to Regroup. Those labeled with the prefix 2 i.e. #2-1 or #2-2 deal with How to Regroup and those labeled with the prefix 3 i.e. #3-1 or #3-2 deal with Regrouping with Zero.

➡ SHOW FILMSTRIP, When to Borrow, with accompanying tape to class.

➡ PUT transparency #1-1 on the projector (or use the board).

➡ GO through the FIRST problem column by column as the filmstrip did, circling the places where you borrow.

➡ ASSIGN problem A. CORRECT it, when ready, by going through it like the first problem. (Transparency 1-1)

➡ ASSIGN problem B and do the same as for problem A. (Transparency #1-1)

➡ RECORD the scores on problem A and B on the record form ASK how many got both problems right. RECORD THOSE WHO DO NOT RAISE THEIR HANDS.

➡ ASSIGN the rest of the worksheet. HELP students doing poorly on problems A and B.

➡ CORRECT and RECORD the scores when the class is ready.

SAY to the class that tomorrow they will learn how to borrow in the places they are just circling today.

NOTE

WORKSHEET 2

ASSIGN first section. Correct, when ready, and make a mental note of any students who had difficulty. This can be done by asking those who missed more than 3 to raise their hands.

DO the same thing for the middle and last sections.

Record with a ✓ on the record form those who miss more than 3 on the last section.

NOTE

These should do the remedial loop sometime before the next days math period. (This is comprised of the When to Regroup filmstrip, 3 special worksheets and a special test)

Day 2

Review yesterdays work using transparency #1-1 and #1-2 for rule and problem illustration.

SAY "Now we'll teach you how to borrow when you need to instead of just having you circle when you need to borrow." Tell them to pay close attention to the filmstrip and tape.

USE Filmstrip #2 and its accompanying tape "How to Regroup".

➡ Put on transparency #2-1 and go over the steps with the class.

➡ THEN. use transparencies #2-2 to #2-5 doing the problems for the class using the steps. BE SURE TO REMIND THE CLASS TO ALWAYS USE THE NEW NUMBER AND TO ONLY MAKE NEW NUMBERS WHEN THEY HAVE TO. BE SURE TO APPLY THE FIRST STEP. PART of the columns will need no borrowing. Be sure to emphasize using step 1, how they should tell if they need to borrow or not.

➡ MAKE A BIG POINT OF THE FACT THAT YOU DON'T HAVE TO BORROW EVERY TIME, just when the number on the bottom is bigger than the number on the top. Transparency #1-2 may be reused for this purpose.

⇨ ASSIGN problem A of worksheet #3. Correct when students are ready working out the entire problem using the steps. Use transparency #2-6.

⇨ ASSIGN problem B and do the same as in problem A.

⇨ Record those NOT getting problem A and B both right on the answer sheet.

NOTE ⇨ IF more than 1/4 of the class have trouble, go through transparencies #2-1 through #2-5 again.

IF less than about 1/4 of the class have trouble assign the rest of the worksheet and while the class is working, assist those needing help.

Be sure to look to see why they are missing the problems when helping students.

Practice worksheets are available.

Provide at least 3 days practice, each day reviewing the steps and some sample problems. Transparencies #2-2 through #2-5 are reused for this purpose. You may re-use the filmstrip, if you desire, for review purposes. Probably only 1 or 2 transparencies a day are used.

NOTE
Remedial
Loop

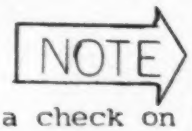
The filmstrip may also be re-used as a remedial loop for students having trouble. There are 3 special worksheets and a test to use with the filmstrip when it is used as a remedial loop.

Record total scores for the 5 boxed problems at the beginning of each worksheet. Score process of students receiving low scores and place a in the process box if there is a problem with process. Work with students showing difficulty each day as the class is doing the worksheet. This may be done in small groups if necessary.

When the class is ready, go to Section 3, Borrowing with Zero.

STEPS IN USING 0 SUBSECTION

1. Present rule transparency and go over it with the class.
2. Show the filmstrip, using the accompanying tape, dealing with 0 in borrowing.
3. Do the 2 problems on transparency #3-2 making sure to state and reinforce the steps as you work the problem.
4. Ask for questions.
5. Assign problem A worksheet #9, correct it, when the class is ready, using transparency #3-3, work the problem.
6. Assign problem B worksheet # 9, correct it when the class is ready. Work the problem on transparency #3-3.
7. Record with a ✓ on the record form those students who do not get both problems A and B correct.
8. Assign the rest of the problems and give help to those students with a ✓ on the record form.



Any time 1/4 of the class or more receives a check on the record form for problems A and B, provide additional instruction using some of the optional transparencies provided.

USING A AND B BOXED WORKSHEETS

Use of all A and B boxed worksheets is the same as the procedure described on page 7 for worksheet 9.

USING OPTIONAL TRANSPARENCIES

Optional transparencies are to be used to provide additional instruction when needed for the class, small groups or individuals. They are intended to allow additional instruction where and when needed. A list of the problems on each transparency follows so that a teacher may select a sample specific to the problem being experienced by the students.

List of Daily Review Transparencies

Transparency #3-4	406 - 128	8050 - 6684	700 - 324
Transparency #3-5	820 - 315	7002 - 5026	801 - 326
Transparency #3-6	7010 - 1526	8100 - 7247	5100 - 2080
Transparency #3-7	705 - 207	3040 - 1560	6000 - 2526
Transparency #3-8	300 - 127	504 - 219	302 - 198

List of Optional Transparencies

Transparency #3-9	406 - 237	708 - 419	604 - 397
Transparency #3-10	400 - 246	6000 - 3276	5006 - 4028
Transparency #3-11	8040 - 5224	6080 - 1295	5020 - 3112
Transparency #3-12	50 - 36	850 - 416	970 - 584
Transparency #3-13	410 - 246	710 - 305	210 - 72
Transparency #3-14	406 - 28	507 - 108	30 - 9
Transparency #3-15	7100 - 3427	310 - 143	710 - 502

There are enough A and B worksheets for about 1 weeks work. There are 2 worksheets divided into thirds with 10 problems to each section. These should be used after the A and B worksheets to provide additional practice and to give the teacher time to work with students having problems. Ideally, these will be used at the close of the lesson each day. There are also 10 regular type worksheets with 25 problems to the page. These can be used if extended practice is needed and as review sheets to check to see how well the students remember concepts. Worksheet #14 is a special worksheet used to set a specific concept. It follows worksheet #13 and represents a break with the normal daily routine in using worksheets described above.

NOTE

A special set of transparencies and worksheets is provided for problems like $\begin{array}{r} 3100 \\ -\ 1436 \end{array}$ where the 1 has been borrowed from, making it a zero, and it is also necessary to borrow from the zero.

Use transparency #3-6 for illustration. Worksheet numbers 13 and 14 are used to set the concept of how to deal with this.

Reviewing After Completing All Borrowing Instructional Units

Use worksheets not used for practice for review. To start with, review should occur at a maximum of 1 week intervals. This can be gradually extended to longer periods of time. Record the worksheet used for the review when recording review scores.

EACH DAY

- Place the rule transparency on the projector and review the rule.
- Use the appropriate transparency (labeled daily review) and work the same problems reinforcing the rules.
- Assign the appropriate A and B worksheet problems as explained on page .
- Review problem areas and decide if any additional explanation is needed for a particular concept. Use the optional transparencies as needed.
- Use worksheet divided into thirds to provide extra practice and time for the teacher to work with pupils having trouble. One of these worksheets should last about 3 days so have students keep them in a safe place.
- Record scores if called for. See worksheet recording key at the beginning of the manual.

TEST

When you are through teaching the entire borrowing unit, give the test and record both total and process scores. Place a ✓ where problems are present. When the problem is corrected, place a \ on the ✓ making a ✗. The test may also be used at a later date to check to see how well students are remembering the borrowing process.

1-1

$$\begin{array}{r} 327 \\ -\,146 \\ \hline \end{array}$$

-A-

$$\begin{array}{r} 736 \\ -\,485 \\ \hline \end{array}$$

-B-

$$\begin{array}{r} 271 \\ -\,183 \\ \hline \end{array}$$

1-2

BORROW ONLY WHEN THE NUMBER ON THE BOTTOM IS MORE THAN THE NUMBER ON THE TOP.

2-1

STEPS IN BORROWING

1. Look to see if the number on the bottom is more than the number on the top.

   IF IT IS get help for the top number

2. Make the next number to the left 1 less.
3. Put the 1 in front of the number needing help (this makes it 10 more)
4. Subtract, ALWAYS USE THE NEW NUMBER

REMEMBER - ALWAYS USE THE NEW NUMBERS YOU MAKE.

REMEMBER - only make new numbers when the number on the bottom is more than the number on top.

2-2

$$\begin{array}{r} 37 \\ -\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 464 \\ -\ 272 \\ \hline \end{array}$$

STEPS IN BORROWING

1. Look to see if the number on the bottom is more than the number on the top.

   IF IT IS get help for the top number
2. Make the next number to the left 1 less.
3. Put the 1 in front of the number needing help (this makes it 10 more)
4. Subtract. ALWAYS USE THE NEW NUMBER

Transparency

2-3

$$\begin{array}{r} 525 \\ -\,418 \\ \hline \end{array} \qquad \begin{array}{r} 334 \\ -\,67 \\ \hline \end{array}$$

STEPS IN BORROWING

1. Look to see if the number on the bottom is more than the number on the top.

   IF IT IS get help for the top number
2. Make the next number to the left 1 less.
3. Put the 1 in front of the number needing help (this makes it 10 more)
4. Subtract. ALWAYS USE THE NEW NUMBER

2-4

$$\begin{array}{r} 31 \\ -\,24 \\ \hline \end{array} \qquad \begin{array}{r} 624 \\ -\,139 \\ \hline \end{array}$$

STEPS IN BORROWING

1. Look to see if the number on the bottom is more than the number on the top.

   IF IT IS get help for the top number
2. Make the next number to the left 1 less.
3. Put the 1 in front of the number needing help (this makes it 10 more)
4. Subtract. ALWAYS USE THE NEW NUMBER

2-5

$$\begin{array}{r} 762 \\ -\,548 \\ \hline \end{array} \qquad \begin{array}{r} 648 \\ -\,366 \\ \hline \end{array}$$

STEPS IN BORROWING

1. Look to see if the number on the bottom is more than the number on the top.

   IF IT IS get help for the top number

2. Make the next number to the left 1 less.
3. Put the 1 in front of the number needing help (this makes it 10 more)
4. Subtract. ALWAYS USE THE NEW NUMBER

Transparency

2-6

-A-

$$\begin{array}{r} 736 \\ -\ 284 \\ \hline \end{array}$$

-B-

$$\begin{array}{r} 283 \\ -\ 176 \\ \hline \end{array}$$

3-1

ZERO STEPS

1. ASK if the number on the bottom is bigger.

2. Go to the first number not a zero and make it 1 less.

3. Make the zero(s) 9.

4. Put 1 in front of the number needing help making it 10 more.

5. Subtract - Always use the new numbers.

Transparency

3-2

$$\begin{array}{r} 307 \\ -\ 159 \\ \hline \end{array}$$

$$\begin{array}{r} 800 \\ -\ 362 \\ \hline \end{array}$$

Transparency

3-3

-A-

$$\begin{array}{r} 208 \\ -149 \\ \hline \end{array}$$

-B-

$$\begin{array}{r} 300 \\ -122 \\ \hline \end{array}$$

Transparency

3-4

$$\begin{array}{r} 406 \\ -\ 128 \\ \hline \end{array} \qquad \begin{array}{r} 8050 \\ -\ 6684 \\ \hline \end{array}$$

$$\begin{array}{r} 700 \\ -\ 324 \\ \hline \end{array}$$

Transparency

3-5

$$\begin{array}{r} 820 \\ -\ 315 \\ \hline \end{array} \qquad \begin{array}{r} 7002 \\ -\ 5026 \\ \hline \end{array}$$

$$\begin{array}{r} 801 \\ -\ 326 \\ \hline \end{array}$$

Transparency

3-6

$$\begin{array}{r} 7010 \\ -\ 1526 \\ \hline \end{array} \qquad \begin{array}{r} 8100 \\ -\ 7247 \\ \hline \end{array}$$

$$\begin{array}{r} 5100 \\ -\ 2080 \\ \hline \end{array}$$

Transparency

3-7

$$\begin{array}{r} 705 \\ -\ 207 \\ \hline \end{array} \qquad \begin{array}{r} 3040 \\ -\ 1560 \\ \hline \end{array}$$

$$\begin{array}{r} 6000 \\ -\ 2526 \\ \hline \end{array}$$

3-8

$$\begin{array}{r} 300 \\ -\ 127 \\ \hline \end{array} \qquad \begin{array}{r} 504 \\ -\ 219 \\ \hline \end{array}$$

$$\begin{array}{r} 302 \\ -\ 198 \\ \hline \end{array}$$

Transparency

3-9

$$\begin{array}{r} 406 \\ -\ 237 \\ \hline \end{array} \qquad \begin{array}{r} 708 \\ -\ 419 \\ \hline \end{array}$$

$$\begin{array}{r} 604 \\ -\ 397 \\ \hline \end{array}$$

Transparency

3-10

$$\begin{array}{r} 400 \\ -\,246 \\ \hline \end{array} \qquad \begin{array}{r} 6000 \\ -\,3276 \\ \hline \end{array}$$

$$\begin{array}{r} 5006 \\ -\,4028 \\ \hline \end{array}$$

Transparency

3-11

$$\begin{array}{r} 8040 \\ -\,5224 \\ \hline \end{array} \qquad \begin{array}{r} 6080 \\ -\,1295 \\ \hline \end{array}$$

$$\begin{array}{r} 5020 \\ -\,3112 \\ \hline \end{array}$$

Transparency

3-12

$$\begin{array}{r} 50 \\ -\ 36 \\ \hline \end{array} \qquad \begin{array}{r} 850 \\ -\ 416 \\ \hline \end{array}$$

$$\begin{array}{r} 970 \\ -\ 584 \\ \hline \end{array}$$

3-13

$$\begin{array}{r} 410 \\ -\ 246 \\ \hline \end{array} \qquad \begin{array}{r} 710 \\ -\ 305 \\ \hline \end{array}$$

$$\begin{array}{r} 210 \\ -\ \ 72 \\ \hline \end{array}$$

Transparency

3-14

$$\begin{array}{r} 406 \\ -\ 28 \\ \hline \end{array} \qquad \begin{array}{r} 507 \\ -\ 108 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ -\ 9 \\ \hline \end{array}$$

3-15

$$\begin{array}{r} 7100 \\ -\ 3427 \\ \hline \end{array} \qquad \begin{array}{r} 310 \\ -\ 143 \\ \hline \end{array}$$

$$\begin{array}{r} 710 \\ -\ 502 \\ \hline \end{array}$$

Borrowing Keys

Worksheet #1
No key provided. It is just as easy to look at the problem.

Worksheet #2
No key provided. It is just as easy to look at the problem.

Worksheet #3
(A) 452 (B) 107 (1) 153 (2) 485 (3) 364 (4) 153
(5) 280

Worksheet #4

5	28	26	22	27
36	7	17	27	7
644	367	15	35	37
275	51	216	447	47
19	23	578	8	324

Worksheet #5

147	156	93	24	278
58	287	156	85	29
69	475	14	88	9
448	339	144	157	45
8	13	46	189	18

Worksheet #6

280	579	59	40	589
219	189	18	20	86
49	347	86	186	8
318	19	178	32	28
238	29	89	15	6

Worksheet #7

29	659	27	108	38
48	89	59	29	67
19	27	78	107	43
88	27	9	78	18
187	19	176	65	185

Worksheet #8

377	287	184	151	34
18	19	259	89	62
49	288	17	167	197
189	84	64	59	264
168	177	404	17	175

Worksheet #9
(A) 59 (B) 178 (1) 321 (2) 168 (3) 201 (4) 259
(5) 819

Worksheet #10

(A) 368 (B) 1686 (1) 268 (2) 1785 (3) 59 (4) 222
(5) 700

Worksheet #11

179	508	112	188	347
62	17	277	49	48
868	265	1774	189	134
176	1041	278	1556	2461
771	485	189	79	2578
187	178	86	3589	1546

Worksheet #12

(A) 185 (B) 967 (1) 168 (2) 474 (3) 887 (4) 57
(5) 1659

Worksheet #13

(A) 475 (B) 3779 (1) 64 (2) 1624 (3) 406 (4) 58
(5) 1762

Worksheet #14

4942	163	179	186	385
1872	47	1884	16	231
188	9	1879	106	189
1873	86	22	189	19

Worksheet #15

(A) 3569 (B) 282 (1) 1724 (2) 1858 (3) 132
(4) 1089 (5) 138

Worksheet #16

(A) 1885 (B) 868 (1) 883 (2) 151 (3) 792
(4) 85 (5) 353

Worksheet #17

58	1005	567	771	226
2848	1556	829	189	139
7149	607	285	378	475
2898	753	187	855	65
1898	187	1283	2889	399
346	12	741	169	78

Worksheet #18

(A) 248 (B) 1628 (1) 549 (2) 2868 (3) 179
(4) 329 (5) 4358

Worksheet #19

179	1778	27	168	1557
8	188	285	589	3988
685	279	175	247	9
99	128	246	141	22
761	14	865	89	16

Worksheet #20

77	14	1359	453	35
279	66	779	246	273
2855	257	403	42	223
165	177	481	2767	156
628	354	428	1264	248

Worksheet #21

50	486	168	363	1616
568	107	82	147	756
24	166	39	659	16
466	188	26	29	2737
1165	189	39	243	814

Worksheet #22

1479	672	5349	39	2205
276	2844	379	154	2188
54	69	317	587	189
1183	128	218	259	16
189	3505	653	86	84

Worksheet #23

228	79	55	144	18
765	269	186	388	122
112	283	175	122	834
41	354	447	89	39
165	2405	487	179	224

Worksheet #24

275	216	363	213	959
249	599	172	147	189
5	167	29	1839	25
358	438	443	367	2735
898	214	6	164	1818

Worksheet #25

3879	2946	1509	705	988
357	149	149	725	798
268	176	589	188	162
1625	33	288	458	84
3554	1955	78	2685	4457

Worksheet #26

189	277	99	448	663
5458	389	248	149	351
209	29	287	271	830
87	107	548	1849	2426
175	2878	147	388	3810

Worksheet #27

660	4655	4969	3118	388
188	2875	377	484	248
47	189	266	338	1830
224	268	346	2768	257
165	186	133	441	59

Worksheet #28

89	162	209	3024	1737
306	333	36	468	2913
257	69	61	374	2605
456	300	357	263	473
167	226	47	3738	1419

Test

89	26	124
383	204	360
32	485	256
282	271	1789
3774	1624	984
4738	1092	200
154	1485	

Worksheet & Test Record Forms	When to Borrow		How to Borrow						0	Errors ✓ if Problem				Test Record							Other Recording					
Student Names	Worksheet #1 A&B	Worksheet #2	Worksheet #3 A&B	Worksheet #4*	Worksheet #5*	Worksheet #6*	Worksheet #7*	Worksheet #8*	Worksheet #9 A&B	When to Borrow	Failure to Add 10	Failure to Reduce No. Borrowed From	- Facts	- Process	Test Total %	Test Process %	Borrows When Shouldn't	Doesn't Borrow When Should	Problem Like 5000 or 500	Problem Like 5062	Problem Like 5700	Problem Like 4100 - 2543					